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ABSTRACT

This manual contains information designed to help supervisors make new, young workers productive in a short period of time. Intended as a memory aid and checklist of supervisory responsibilities and factors to consider in different situations, the manual contains tips and checklists on supervision and elements of good supervisory practice. Contents include an overview of the young worker, the supervisor's job and responsibilities, and information on these steps in the supervisory process: preparation, orientation, planning and scheduling activities, training, safety, worker motivation, evaluation of the worker's performance, and constructive discipline. Suggestions for recordkeeping are also provided. (YLB)

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# Hip Pocket Manual For Supervisors of Young Workers

NATIONAL CHILD LABOR COMMITTEE
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# 1. Introduction

This manual contains basic information for supervisors. It will be most valuable as a memory aid and as a checklist of supervisory responsibilities and factors to consider in different situations. It contains tips and checklists on supervision and elements of good supervisory practice.

All of this information is designed to help you make new workers productive in as short a time as possible. You are important for the youths you supervise. You have the greatest opportunity to help them to:

- acquire good work habits
- learn useful work skills
- understand the nature of work
- feel comfortable working in an adult world
- experience the satisfaction of doing a job well.

## 2. About the Young Worker

This job may be the first chance for many to test their abilities and to learn about work in the adult world.

Many have had no work experience or only low-level, unskilled, low-paying jobs.

Some have unreal ideas about required work behaviors and employer expectations.

They will tend to model their own behavior on yours and that of other adult workers.

They will be looking for some challenge and meaning in their work.

Some may have had little order or structure in their lives, even at school. They will be looking for structure at work.

Some may not have a sense of their own worth or a good self-image.

They need certainty about their status and what is expected of them.

For all workers, praise is more effective than blame. This is particularly true of youthful workers.

They respond positively to skilled, competent supervision and instruction.

Many may be too shy and uncertain to ask for help, but all will be grateful for help offered properly.

They want to feel that they are learning and accomplishing something useful.

With youths, as with adults, success breeds success.

## 3. The Supervisor's Job

**Orient workers**
**Plan and schedule work**
**Assign jobs**
**Train**
**Organize and schedule**
**Direct activities**
**Motivate**
**Communicate**
**Serve as a role model**
**Counsel**
**Evaluate performance**
**Record**
**Solve problems**

**Orient workers** by putting them at ease, helping them learn what they have to know, and giving them a sense of belonging. Youths will not know much about your company, or the job. They will not know you or other workers, and may be uncertain and scared.

**Plan and schedule work so** that you will know what can be accomplished and when. Be sure of achieving your objectives and be able to tell the youths what is expected of them.

**Assign jobs** that will challenge and interest them and at which they can succeed.

**Train** youth to gain competence and appropriate work behavior. This is a major objective of supervisors of young workers. Training includes coaching, demonstrating, instructing, reviewing work, and providing feedback.

**Organize and schedule** the tasks, workflow, and youths' time in order to maintain a smooth operation.

**Direct activities** and lead youths so that they know what to do, can do it, and want to do it.

**Motivate** youths. This calls for more than encouraging them to do the job well. Equally important is strengthening their will to accept challenge, become more competent, cooperate with others, and keep trying.

**Communicate** by giving them needed information on time and in an understandable form which can be acted on. Communication must be two-way. It requires skills in listening and getting others to listen to you.

**Serve as a role model.** This is an important aspect of the supervisor's job. Youths need good role models to develop healthy attitudes toward work and work behavior. They tend to copy the behavior of influential adults in the workplace.

**Counsel** youths about career objectives and opportunities, as well as attitude toward work, as part of helping them develop as workers.

**Evaluate performance** and provide constructive feedback. This helps develop and reinforce good behavior and performance.

**Record** attendance, work performance, etc., to ensure conformance with company rules, measure youths' progress and determine training needs and reassignment.

**Solve problems** as they come up and deal with the unexpected to reduce uncertainty, prevent disruptions and teach youths important coping skills.

## 4. Before the Worker Arrives

**Know:**

**Job of supervisor**
**Youths' characteristics**
**Work rules**
**Jobs to be performed**

**Prepare:**

**Orientation**
**Materials and equipment**
**Safety rules**
**On-the-job training plan**
**Work schedule**
**Evaluation procedure**

In order to be ready to supervise new workers, there is a good deal that you must know and do. These preparations should be completed before a new worker begins work, to ensure a smooth start for everyone.

**The supervisor's job.** Know what is expected of you—by the young worker and by your company.

**The youths.** Know something about young workers and the youth you will supervise. Different ages, schooling and work experiences may require different supervisory approaches.

**Workplace rules.** Know what is expected of the youth with respect to attendance, dress, breaks, leave, performance standards, time schedules, etc. Be ready to explain and gain compliance for these.

**Material and equipment.** Youths should not be kept idle while you assemble the materials, tools and equipment to be used. Have these ready when the new worker arrives and be prepared to explain and demonstrate use. Have contingency plans in case material and equipment are not available.

**Jobs.** Be familiar with and be able to perform every job done by the workers so that you can describe each job, demonstrate it, teach it and evaluate performance.

**Orientation.** Be prepared to orient new workers upon their arrival. Orientation is most effective if it is clear and concise. It must be well thought out and tested in advance. Determine your orientation goals and plan to achieve them.

**Safety.** Check the work area for safety hazards. Know and be pared to demonstrate the safe handling of tools and equipment and to teach safety on the job.

**On-the-Job Training plan.** Be ready to teach the new worker how to perform assigned tasks.

**Work schedule.** Prepare a work schedule for each week: list objectives, activities to accomplish the objectives, and who will be involved and how.

**Evaluation.** Assessing performance and providing feedback are essential to help improve competence. Have and be able to explain and apply performance criteria and work standards.

## 5. Orientation

**Prepare for orientation**
**Welcome young workers**
**Set and explain ground rules**
**Describe work of company and unit**
**Describe assignments**
**Explain the supervisor's role**
**Establish linkages with other workers**
**Limit initial pressures**

### Prepare for orientation

- Orientation meeting place
- Fellow workers to welcome new worker
- Work space
- Content of orientation

**Welcome young workers**

- Speak for company
- Be relaxed, put new worker at ease
- Recognize worker's uncertainty
- Indicate how worker will help company and what youth will learn
- Encourage questions
- Be supportive

**Set and explain ground rules**

- Include behavior at work, performance, time and attendance
- Be specific, clear, direct
- Explain patiently
- Encourage and answer questions
- Make sure youth understands

**Describe work of company and unit**

- Objectives and work products
- History
- Work force and physical plant
- Relationships with other organizations and with community

**Describe assignments**

- How the job fits into the entire operation
- Objectives and output of job
- Nature of principal tasks
- Learning and skills that will be acquired
- Relations with other workers
- Performance standards

**Explain the supervisor's role**

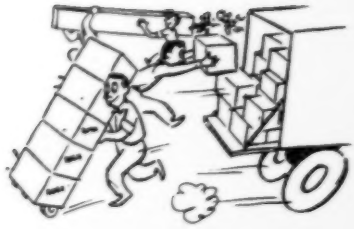
- Discuss your role as supervisor
- Describe your responsibility
- Indicate your expectations
- Describe how you will help youth
- Emphasize your availability

**Establish linkages with other workers**

- Describe work of others
- Identify points of interaction and relationships
- Arrange for other workers to welcome and help youth
- Introduce youth to others
- Assign "buddy" for first weeks, if possible

## Limit initial pressures

- Explain tasks and the order in which they occur
- Reassure frequently
- Encourage the young worker to come to you with problems
- Ask questions to stimulate questions
- Give positive reinforcement for asking questions



## 6. Planning and Scheduling Activities

### Planning Work

**What work is to be done**
**How the work is to be done**
**Competencies required to do the work**
**Resources needed and how obtained**

### Scheduling

Time limits and sequences for completing the work, acquiring competencies and obtaining resources
Coordinating with other units

### Planning Worker Development

Youth's competencies now
Competencies to be acquired
How competencies will be acquired
A training plan

## Planning Work

### What work is to be done

Describe what is to be done, what product or service is to be produced, by when, and for whom.

### How the work is to be done

List all the tasks which make up each job. Indicate *from* whom work is received and *to* whom it will go. Determine how work will flow through your unit. Identify possible problems and indicate how to deal with each.

### Competencies required to do the work

Estimate for each task the nature and level of the Knowledge, Skill, Ability, Judgment, and Will required to perform the task competently.

### Resources needed and how obtained

What supplies, equipment, and space are required and h- 'hey will be obtained and frc ıom. Who will be available tc ovide additional instruction and guidance if needed.

## Scheduling

### Time limits and sequences

Determine the specific time limits and sequential steps for completing the work, acquiring competencies, and obtaining resources.

### Coordinating with other units

Specify what other units must be involved and how your unit's work relates to the work in other units.

## Planning Worker Development

### Youth competencies on entrance

Determine what competencies youth will be expected to acquire by comparing competencies required to do the work with present competencies.

### How competencies will be acquired

Indicate how youth will learn through on-the-job training, sequencing assignments and practice.

### Training plan

Write up the plan for learning and discuss with new worker so that the youth and you will have the same objectives.

## 7. Training

**Get ready to train**
**Prepare worker to learn**
**Explain and demonstrate**
**Have worker explain and demonstrate**
**Reinforce learning**
**Follow through and improve**

### Get ready to train

- Break job down into tasks and tasks into elements
- Determine competencies needed to perform each task. The basic competencies are:

Knowledge: the information needed
Skill: using hands and mind effectively
Ability: working with and relating to people appropriately
Judgment: dealing with new problems and situations
Will: making the necessary effort

- Identify key elements in the task, such as those requiring a new competency or special safety precautions
- Develop a training plan showing what you will describe, how you will tie new learning to what the

young worker already knows and can do, etc.
- Practice explaining and performing each element
- Set realistic schedule for worker to acquire competencies
- Provide material and equipment worker will need
- Arrange work place as it should be kept
- Check out everything

**Prepare worker for training**

- Put worker at ease
- Describe tasks and how they relate to job
- Identify competencies required to perform tasks and worker's training needs
- Motivate worker to acquire needed competencies
- Emphasize safety, coordination and learning
- Let worker ask questions

**Explain and demonstrate**

- Tell what you are going to do and why
- Describe and perform each task, element by element
- Stress key elements
- Repeat, describing and demonstrating until worker is willing to try
- Encourage questions

**Have worker explain & demonstrate**

- Have worker describe and explain what is to be done
- Have worker perform tasks
- Ask worker to explain relationships with others involved
- Discuss key elements with worker

**Reinforce learning**

- Note competence
- Praise performance
- Redemonstrate if necessary
- Continue until youth is competent to perform the tasks

**Follow through and improve**

- Assign to regular tasks
- Check performance from time to time
- Help increase competency by feedback
- Praise good performance
- Introduce new and more challenging, difficult tasks

## 8. Safety

**Emphasize safety**
**Plan for safety**
**Make the work place safe**
**Train in safety**
**Inspect for hazards systematically**
**Know what to do if there is an accident**
**Investigate and report all accidents**

### Emphasize safety

- Include considerations for safety in all activities
- Set an example
- Orient adult workers to safety practices, as role models for young worker
- Avoid high-stress situations which may lead to accidents

### Plan for safety

- Know real and potential hazards
- Develop a general safety plan
- Determine the best way to reduce hazards for each activity
- Design plan to gain worker's participation and support

**Make the work place safe**

- Inspect regularly
- Eliminate hazards
- Use preventive maintenance
- Identify restricted and hazardous areas
- Assign potentially hazardous tasks to experienced workers

**Train in safety**

- Build safety training into orientation, on-the-job and formal training
- Provide written safety instructions
- Include "following safe practice" in your evaluation of worker's performance
- Use positive reinforcement to encourage safe work practices
- Include youth in safety inspections, clean-ups and safety teams
- Describe and enforce rules on use of safety equipment and clothes

**Inspect for hazards systematically**

- Watch youth's activities and work habits
- Check exposure to possible hazards
- Be aware of failure to understand and follow safety rules and practices
- Examine state of work place
- Review work practices periodically

**Know what to do if there is an accident**

- Know First Aid
- Make sure First Aid supplies are on hand
- Know where to seek professional assistance
- Know whom to inform
- Ensure that worker knows what to do

**Investigate and report all accidents**

- Report all accidents, even if no injury resulted
- Include facts: what, when, how, who, where, why
- Indicate how to prevent similar accidents
- Submit required reports on time

# 9. Motivating Workers

**Keys to Motivating**

**Work place atmosphere**
**Mutually desirable objectives**
**Motivational needs of young worker**
**Supervisor's activities to motivate worker**

## Work place atmosphere

The atmosphere of a work place can make a difference in workers' will and desire to perform well. Build on the aspects of work place atmosphere which encourage good performance (e.g. good lighting and clean work places) and do what you can to change those aspects which discourage good performance (e.g. too much noise).

## Mutually desirable objectives

Develop concrete objectives and plans with youth. These jointly developed plans should be:

- Useful for your company
- Achievable, but challenging
- Measurable in the short term
- Meaningful in terms of learning to become a competent worker
- Absolutely clear to youth and supervisor
- Geared to advance youth's development

## Motivational needs of young workers

By building certain elements into the job, and into the way they are treated on the job, you can dramatically increase their motivation. These elements are:

- A feeling of importance
- Order and certainty
- Acceptance in the work group
- Challenge and achievement
- Success and recognition
- Treatment as an individual
- Increased competencies
- Useful fair feedback
- Positive reinforcement

## Supervisor's Activities to Motivate Workers

Young workers, like older workers, respond well to recognition and rewards for good work performance, and to job assignments which are appropriately sequenced and provide opportunities to learn. Additional ways to motivate are to:

- Provide work structure
- Define tasks clearly
- Train competently
- Design assignments which youth can accomplish but which require effort
- Demonstrate interest in performance
- Give worker feedback
- Use positive reinforcement
- Communicate and listen
- Be sensitive to worker's needs
- Inspire trust by being fair and honest and trusting the young worker

## 10. Evaluating Worker's Performance

**Establish performance objectives**
**Define performance standards**
**Obtain worker agreement on standards**
**Observe work performance**
**Jointly evaluate and review performance**
**Plan for future on this job**
**Follow through**

### Establish performance objectives

The performance objectives include both the finished work to be produced and the skills the youth is expected to acquire during a specific period. The factors are:

- Period for accomplishment
- Quality of work
- Quantity of work
- Work competencies
- Work behavior
- Standards for measuring accomplishment

**Define performance standards**

Performance standards may be very specific (number of boxes packed) or quite general (pleasant attitude toward customers). Set standards which progress to adult standards and which are achievable. These include:

- Work and safety rules
- Competencies (nature and level)
- Work product (quality and quantity)
- Completing work on schedule
- Relationships with others

**Obtain worker agreement on standards**

It is important that the youth accepts the standards as fair and reasonable from the beginning. This will help improve learning and performance. To gain acceptance:

- Discuss performance objectives
- Describe adult standards
- Present standards for next period
- Encourage questions
- Make changes where necessary
- Be consistent
- Review agreed upon standards

**Observe work performance**

Observing performance and gathering evidence of Knowledge, Skill, Ability, Judgment and Will to do the job.

- Compare performance with the standards set
- Work behavior compliance with work rules and expectations
- Work products–quality and quantity
- Relationships with others
- Identify performance which is outstanding or unsatisfactory
- Search for possible causes of problems
- Determine how you have affected youth's performance
- Consider possible actions to improve performance

**Evaluate performance**

The purpose of the evaluation is to help the worker improve performance and increase learning.

- Meet privately with each youth to discuss performance
- Put youth at ease
- State the purpose of the meeting
- Review agreed-upon performance objectives and standards
- Describe what you have observed in terms of specific incidents. Be concrete.
- Try to focus on improvement, not poor performance
- Listen to youth's views
- Obtain agreement on facts of behavior and performance
- Encourage questions and listen for problems and difficulties
- Summarize areas of agreement and disagreement

**Plan for future on this job**

Evaluation and review should lead to problem-solving and planning for improved performance. The plan should include assignments and training. Planning should be a joint effort.

- Review youth's current status
- Establish performance objectives for next period
- Discuss alternate plans to achieve objectives
- Agree on objectives and plan
- Indicate how you will help youth carry out plan

**Follow through**

The evaluation process does not end with agreement on the plan. It is a continuing process. To maximize the benefits of the evaluation process:

- Observe and provide feedback on very good and poor performance
- Check on progress toward objectives
- Demonstrate interest and willingness to help
- Recognize effort and performance
- Provide guidance

## 11. Constructive Discipline

**Set discipline objectives**
**Apply rules and standards fairly**
**Have all relevant facts**
**Meet with youth in private**
**Ask-listen-discuss-counsel**
**Reach agreement—mutual trust**
**Review corrective action options**
**Plan and take action**
**Follow through**
**Use positive reinforcement**

### Set discipline objectives

The focus must be on the behavior or performance which is unsatisfactory, not the worker. This will help you to deal with the problem in a fair, unemotional way and be less threatening for the young worker. Know what improvements you want to accomplish through corrective action.

The objectives of discipline are:

- To be constructive
- Advance learning
- Improve behavior and performance
- Gain better acceptance for supervision
- Increase productivity
- Improve inter-personal relations
- Promote safe practices
- Get increased commitment

**Apply rules and standards fairly**

People, especially youths, need to feel that they are being dealt with in a fair and equitable way. Let the youth know what behavior and performance is expected of every worker and why.

- Make sure youth know exactly what behavior and performance is expected.
- Treat all equally and fairly.
- Give consideration to individual problems and differences.
- Do not ignore unsatisfactory behavior and performance or good behavior and performance.
- Do not belabor minor infractions; don't be petty.

**Have all relevant facts**

Be well informed about the unsatisfacory situation before meeting or taking action. Get all the facts; don't jump to conclusions. Try to get answers to:

- What was the nature of the unsatisfactory act?
- Where, when and under what circumstances did it occur?

- Why was the act considered unsatisfactory?
- How was the worker involved?
- What is the evidence to show the worker was involved?
- Were others involved or affected? How?
- Why did the youth act this way?
- What is the past record of performance and behavior?

**Meet with the youth**

When you meet with the youth to discuss the situation, it is important that there is a relaxed atmosphere. Don't make the youth feel defensive. Let the youth know you are there to help solve a problem.

- Prepare for the meeting--know your objectives, the facts, and how you are going to structure the discussion.
- Meet in a private place.
- Take your time.
- State the purpose of the meeting.
- Make clear that your objective is to help/
- Do not attack, embarass, or put youth at a disadvantage.

**Ask-listen-discuss-counsel**

Let the youth explain the unsatisfactory behavior or performance without interruption before asking any questions.

- Ask–get the facts from the youth's point of view.
- Listen–give the youth a chance to answer.
- Discuss–allow youth to suggest possible solutions.
- Counsel–explain why the youth must solve the problem.

**Reach agreement with mutual trust**

If the worker feels that you want to be constructive and help solve a problem, you will build trust.

- Be open
- Develop common goals
- Problem solve–don't jump to conclusions
- Make your alternatives clear
- Express confidence in youth
- Indicate your probable decision
- Commitments must be two ways

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**Review corrective action options**

After the meeting, review the options. What can be done to change the youth's behavior and work performance?

- Train—to increase knowledge, skill, ability, and judgment.
- Reassign—to a job the youth is capable of performing.
- Counsel—to improve attitude, behavior and will.
- Supervise closely—to provide more immediate support.
- Restrict privileges.
- Recommend termination—not as a threat, but as the only solution.

**Explain and take action**

The youth must be helped to understand that the corrective action is being taken to change the unsatisfactory behavior and performance and that it is not arbitrary.

- Explain why the corrective action is necessary.
- Explain why this particular action is being taken over other alternatives.
- Explain the connection between the unsatisfactory behavior and corrective action.

**Follow through**

Make sure that the corrective action is taken. Check on the youth's behavior and performance after corrective action, to make sure that it has been effective and to determine if other action might be needed.

**Use positive reinforcement**

If corrective action has been effective, it is important to let the youth know that you have noticed and appreciate the improvement. This will help ensure that the satisfactory behavior and performance will continue.

- Recognize and praise improvement in behavior and performance.
- Continue to be constructive and supportive.

## 12. Records

**Time and attendance records**
**Personal records**
**Accident reports**

Records are important for preparing evaluations, determining how to make the employment more valuable for your company and the young worker and whether to continue employment.

**Time and Attendance records**

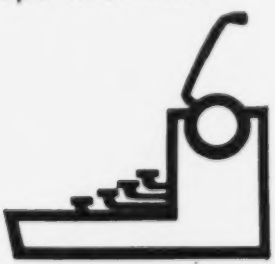
- Make complete
- Ensure accuracy
- Keep current
- Reasons for any deviations from rules

**Personal Records**

- Dates of employment
- Time and attendance
- Job assignments
- Behavior and performance
- Developmental activities
- Safety practices
- Recommendations for development, assignments, etc.

**Accident Records**

- Use required forms and rules
- Submit reports on time



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NOTES

"Self-Assessment Guidelines for Administrators of High School Cooperative Work Experience Programs," designed to provide administrators with information on which to base recommendations and plans to improve the effectiveness of cooperative work experience programs, 1984.

"Programs for Students with Special Needs," a manual designed to meet the needs expressed by state, district and local school officials and employers for information and techniques to design and implement successful cooperative education programs for students with special needs, 1984.

Modules for Supervisors of Young Workers, 1984

**Who's There**
**Interviewing Techniques for Small Businesses**

**Starting Up**
**A Guide to Breaking in the New Worker**

**Do You Hear What I Hear?**
**Communicating with Young Workers**

**Moving Along**
**Developing Competent Workers**

**Untying the Knots**
**An Approach to Solving Work Problems**

**Why Not Me?**
**Women in Non-Traditional Jobs**